

# A study about Career Planing and Academic Performance

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# ① Introduction

## ② Methods

## ③ Results

## ④ Discussion

## ⑤ References



# Introduction

- Lots of career planing classes

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**Dose it really work?**

# Section II

① Introduction

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Questionnaire

③ Results

④ Discussion

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# Methods

- Enlightenment: Reading Five Articles

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- Heated Discussion in Groups

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- Search Information and Related Knowledge

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- Heated Discussion in Groups
- Search Information and Related Knowledge
- Send Questionnaire
- Data Analysis



# Evaluation of Career Planing

- 1 Have you ever thought about what kind of occupation you want to go in for in the future?(eg. I want to pursue a career in biology, physics or linguistics)
- 2 You feel that your planning is manageable and doable. Besides, you are confident on the career planning and will not give up in a short period of time. (eg.some students major in bioengineering are quite confused with their future planning)
- 3 You know exactly what you are eager to do and is able to generalize what it is in one sentence or you have no idea about the specific jobs but have a sketch of what to do in the future (eg.I want to be a police to successfully thwart a gang of drug traffickers)

# Evaluation of Career Planing

- 4 You're considerably clear about what skills you should grasp so as to achieve your goal
- 5 In order to grasp those skills discussed above, you have a well-planned scheme of learning (eg. I have to grasp A in this semester or have a proficient command of B in the duration of your undergraduate stage)
- 6 The learning scheme mentioned above has become an indispensable part of your daily life, which makes you energetic and have a sense of fulfillment as well as getting closer to your target.



# Evaluation of Academic Performance

- 7 Objectively speaking, if asked to grade yourself according to your academic performance, which choice below is the best one that conforms to your self-estimation?:
- A Excellent, Im the king.
  - B Good enough but not perfect
  - C Not that good but acceptable
  - D There is a long way to go
  - E Terrible, I dont want to mention that
  - F Sorry, life is hard

# Section III

Findings  
Conclusion

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# Horizontal contrast

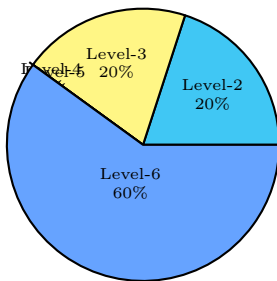


Figure 1: Excellent, Im the king

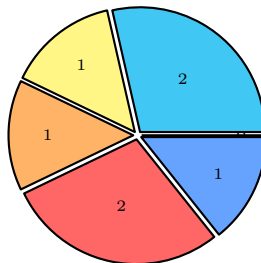
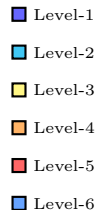


Figure 2: Good enough but not perfect



# Horizontal contrast

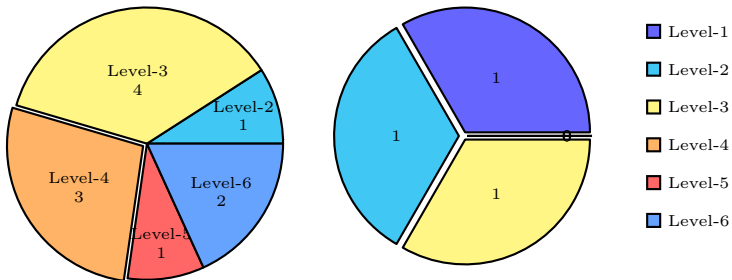


Figure 3: Not that good but acceptable

Figure 4: There is a long way to go

# Horizontal contrast

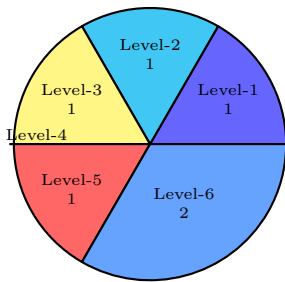


Figure 5: Terrible, I dont want to mention that

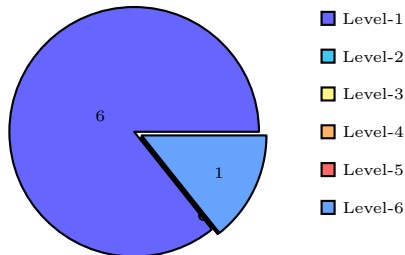


Figure 6: Sorry, life is hard

# Longitudinal contrast

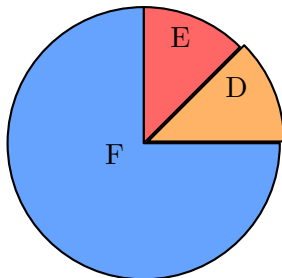


Figure 7: Level-1

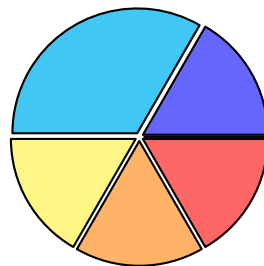


Figure 8: Level-2



# Longitudinal contrast

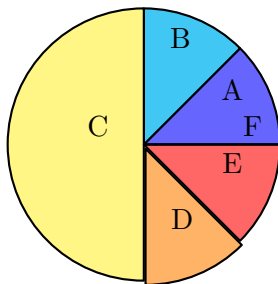


Figure 9: Level-3

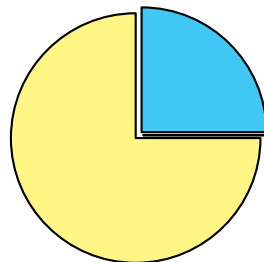


Figure 10: Level-4





# Longitudinal contrast

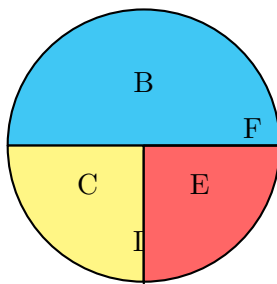


Figure 11: Level-5

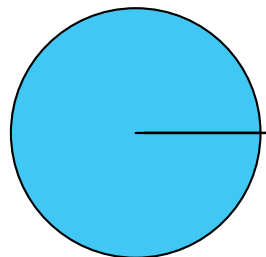


Figure 12: Level-6



## Section III Subsection II

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# Horizontal Analysis

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- In Figure 6, the students who are not good at study are not good at career plan either.
- In Figures 2 to 5, the students in the middle do not show a clear tendency.

# Longitudinal Analysis

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- In Figures 8 and 9, there is no obvious tendency.

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- In Figure 7, the students with the worst career planing perform poorly in academic.
- In Figures 8 and 9, there is no obvious tendency.
- In Figures 10 to 12, the students with the best career planing perform pretty well in academic.



# Our Findings

- Excellent or terrible  $\Rightarrow$  Strongly positively correlated
- Others  $\Rightarrow$  No explicit correlation

## Conclusion of Previous Studies

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]

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- A career planing course does have a positive impact on academic performance.[2]
- A systematric advisement system would enhance opportunities for student academic success.[3]

# Section IV

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Reflection

Further Discussion

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# Reflection

Why no explicit correlation in the middle? (In Section 2)

## Reasons Behind

- Academic performance evaluation  $\Rightarrow$  comparatively subjective

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- Academic performance evaluation  $\Rightarrow$  comparatively subjective
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# Reflection

Why no explicit correlation in the middle? (In Section 2)

## Reasons Behind

- Academic performance evaluation  $\Rightarrow$  comparatively subjective
- Career planing evaluation  $\Rightarrow$  comparatively objective (scales)
- Each person has his own standards

## Section IV Subsection II

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# Discussion

- No Inferiority

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- No Superiority

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- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)

# Discussion

- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)
- Reconsider

# Section V

① Introduction

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*Thanks!*<sup>[4]</sup>